



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 224080

DfES Number: 582598

### INSPECTION DETAILS

Inspection Date 11/03/2004  
Inspector Name Dianne Andrews

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Corvedale Playgroup  
Setting Address The Old School House  
Diddlebury  
CRAVEN ARMS  
Shropshire  
SY7 9DH

### REGISTERED PROVIDER DETAILS

Name Ms Trudi Sutton

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Corvedale Playgroup opened in 1974. It operates in the Old School House which is adjacent to the local primary school in Diddlebury, South Shropshire. There are three activity rooms available and the group have use of the school hall and computer suite. There is an enclosed garden area available for outdoor play. The setting serves the local and outlying rural areas.

There are currently 16 children from two to five years on roll. This includes seven funded three and four-year-olds. Children attend for a variety of sessions. The setting supports children attending with special needs and have procedures in place to support those children with English as an additional language.

The group opens five days a week during school term time. Sessions are from 09:00 till 15:00.

There are four full and part-time staff working with the children. Three have recognised early years qualifications and the other is working towards a qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Corvedale Playgroup provides generally good quality nursery education for three and four-year-old children. The group provides many worthwhile activities in a stimulating environment. Children are making generally good progress towards the early learning goals through planned and spontaneous activities that they are eager to participate in. Staff offer opportunities for children to think, providing activities to enable them to explore and develop, but some activities are not tailored to meet the individual needs of the children attending.

The quality of teaching is generally good. Staff show a good knowledge of the stepping stones towards the early learning goals. They use time and resources well and foster opportunities for children to learn through spontaneous play. Staff know the children very well, but have not maintained all developmental records effectively. The system for planning is being developed to ensure that all aspects of the curriculum are covered. Further development is needed in order to show the intended progression for more able children in some areas. Excellent support is provided for children with special educational needs within the setting.

Leadership and management of the setting is generally good. Staff are clear about their roles and responsibilities and work well as a team. All staff are involved in the planning of activities and the organisation of resources. Training and development of staff is given high priority. Thought should be given to the introduction of more systems which enable the evaluation of the setting's overall effectiveness.

Partnership with parents is very good. Parents are kept well informed of their children's progress and have many opportunities to be actively involved in their learning. Staff work hard to maintain good relationships with parents and provide them with good quality information regarding the educational provision. Communication between staff and parents is friendly and relaxed.

### What is being done well?

- The partnership with parents is very strong. Parents have many good opportunities to exchange information about a child's progress and attainment. Parents are well informed about the activities in the setting and are enthusiastic in supporting their children's learning.
- Children have opportunities to take part in activities based on first-hand experiences that stimulate their curiosity and interest. They discuss their families past, present and future events and are offered opportunities to look at their own and others cultures.
- Children express their ideas freely through a range of activities such as music, art and movement. They play imaginatively in all areas of the nursery, in particular the home corner and construction areas, taking on and

developing a variety of roles. Much of their play is spontaneous, staff give children appropriate opportunities to develop their ideas.

- Children have many opportunities to develop physical skills using a large variety of tools and equipment.

#### **What needs to be improved?**

- activities to develop children's concepts of calculation and the tailoring of activities in the areas of mathematics, communication, language and literacy, to offer challenge and to extend the learning for more able children
- more opportunities to be offered to develop children's independence
- the use of phonics in everyday activities, number lines, friezes and posters and labelling within the environment
- systems to be developed which enable the setting to evaluate strengths and weaknesses of the educational provision and maintain observational and assessment records appropriately.

#### **What has improved since the last inspection?**

Generally good progress has been made since the last inspection;

Children and staff now use mathematical language within planned and spontaneous activities.

Opportunities to reinforce basic number concepts however, are still not effectively used.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Strong relationships with staff have a positive effect on learning and children respond to staff's guidance. They behave appropriately and are aware of the rules within the setting. Children confidently express their needs and ideas and relate well to each other and adults in the group. Most children concentrate effectively when working alone or at a group activity. Opportunities to develop children's personal independence are missed in several areas.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are becoming confident and fluent speakers, engaging easily in conversations with others in the group. Most listen to adults with interest and respond appropriately as they introduce language to make them think. Children's interest in books is fostered, however the environment is not well-labelled to encourage the recognition of everyday text. Activities to help children link initial sounds to letters are limited and there is a lack of challenge in activities for more able children.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Staff provide a range of activities, planned and spontaneous, to encourage children to practice their skills with shapes, measuring, counting and number recognition, however these are rarely extended. Children are given limited opportunities to explore, in a practical way, the concepts of calculation and examples of number lines around the room are not easily accessible. Three and four-year-olds use mathematical skills and concepts within their play and singing to consolidate their learning.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many planned opportunities to explore and investigate. They show an interest in, and knowledge of, the world around them. Children are developing an understanding of past and present events and are becoming aware of their own environment, local community and of other cultures and beliefs. Visitors to the group help to consolidate children's learning in many areas. Technology is provided which supports children's learning.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children use a varied range of large and small equipment and tools on a daily basis, which help them to develop control skills effectively. Staff plan a wide range of physical play and challenges which enhance skills in areas such as climbing and balancing. Children are learning about movement and developing a sense of space. A variety of construction toys are used with increasing ability. Children are encouraged to learn about the body and a healthy lifestyle through a range of activities.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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There are many opportunities for children to express themselves through music, movement, singing and creative model-making. They re-enact a range of real and imaginary experiences using role play, taking on and developing a variety of characters. Children explore colour, shape and texture through innovative planned activities. The environment is full of good examples of the wide range of creative activities that children take part in.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Extend activities in areas of Mathematics and Communication Language and Literacy for more able children and offer activities to develop the concepts of calculation.
- Introduce the use of phonics in everyday activities, to offer children opportunities to practice linking initial sounds to letters.
- Provide a well labelled environment to encourage children to recognise everyday words, text and numbers.
- Offer more opportunities for children to develop independence.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*